DOCUMENT RESUME

ED 295 774 RC 016 633

TITLE	Improving Achievement Levels of Migrant Students: A Framework for Texas Schools. Migrant Education Series.
INSTITUTION	Texas Education Agency, Austin. Div. of Special Programs.
REPORT NO	CU8-320-01
PUB DATE	Jan 88
NOTE	26p.
AVAILABLE FROM	Publication Distribution Office, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 ($2.00).
PUB TYPE	Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Educational Objectives; Elementary Secondary Education; Migrant Children; *Migrant Education; Migrant Youth; School Districts; State Programs
IDENTIFIERS	Migrant Education Program; *Texas

ABSTRACT

Developed in response to the Chapter 1 Migrant Education Program (1967), this framework provides Texas school districts and local education agencies (LEAs) with a process of creating, implementing, and evaluating a basic skills growth plan to enhance achievement levels of all migrant students. The rationale of the framework indicates migrant student deficiencies in mastering math, reading, and writing objectives, and it notes the high percentage of overage migrant students in all grades 1 through 12. The paper describes the concept of the basic skills growth plan, as well as the federal and state context of expectations for such plans. A management model illustrates a systems analysis method for the development of a basic skills growth plan. Implementation of the plan includes five components: (1) a comprehensive, districtwide curriculum; (2) instruction--student assessment/placement, instructional coordination, instructional strategies and ongoing monitoring of student progress; (3) parental involvement; (4) testing/measurement; and (5) staff/development/personnel training. The framework suggests evaluation of the basic skills growth plan in terms of at least 10 critical attributes that bring about an effective supplementary instructional program for migrant students. (SV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED295774

IMPROVING ACHIEVEMENT LEVELS OF MIGRANT STUDENTS

A Framework for Texas Schools

After the original free distribution to authorized institutions, additional copies may be purchased for $2.00 by contacting the Publication Distribution Office, Texas Education Agency. With the increasing demand for educational material, however, the supply may be exhausted at times.

This Texas Education Agency publication is not copyrighted. Any or all sections may be duplicated.

RC016633

Division of Special Programs
Texas Education Agency
Austin, Texas

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

FOREWORD

In 1967, the Chapter I Migrant Program was established as part of the Elementary and Secondary Education Act (ESEA) of 1965. The vision of this legislation was to provide for the educational needs of one of the nation's neediest special populations—migrant children. As part of the commitment of Texas to make this vision a reality, the Texas Education Agency developed frameworks to assist Texas school districts in planning and implementing quality programs for migrant students in the areas of identification and recruitment, parental involvement, improving academic achievement, and increasing graduation rates. These four frameworks address the *Long-Range Plan for Texas Public School Education* which was approved by the State Board of Education in May 1986.

I encourage migrant educators and others to study these frameworks and to select those elements which are appropriate to their local needs so that our migrant students can benefit from the finest quality education that we can provide.

W.N. Kirby
Commissioner of Education

STATE BOARD OF EDUCATION

(State Board for Vocational Education)

JON BRUMLEY, Fort Worth
Chairman of the State Board of Education
District 11

REBECCA CANNING, Waco
Vice Chairman of the State Board of Education
District 9

EMMETT J. CONRAD, Dallas
Secretary of the State Board of Education
District 13

Board Members

VOLLY C. BASTINE, JR., Houston
District 4

MARY HELEN BERLANGA, Corpus Christi
District 2

CAROLYN HONEA CRAWFORD, Beaumont
District 7

CHARLES W. DUNCAN, JR., Houston
District 6

PAUL C. DUNN, Levelland
District 15

MARIA ELENA A. FLOOD, El Paso
District 1

WILLIAM V. McBRIDE, San Antonio
District 5

GERALDINE MILLER, Dallas
District 12

PETE MORALES, JR., Devine
District 3

JOHN MACK PRESCOTT, College Station
District 10

KATHERINE PEARCY RAINES, Cleburne
District 14

JACK STRONG, Longview
District 8

W. N. KIRBY, Commissioner of Education
(Executive Officer of the State Board of Education)

Committees
of the
State Board of Education

Personnel
JOHN MACK PRESCOTT, Chairman
REBECCA CANNING
EMMETT J. CONRAD
CAROLYN HONEA CRAWFORD
PAUL C. DUNN

Finance & Programs
MARIA ELENA A. FLOOD, Chairman
JON BRUMLEY
WILLIAM V. McBRIDE
GERALDINE MILLER
PETE MORALES, JR.

Long-Range Planning
REBECCA CANNING, Chairman
MARY HELEN BERLANGA
EMMETT J. CONRAD
CAROLYN HONEA CRAWFORD
CHARLES W. DUNCAN, JR.
WILLIAM V. McBRIDE

Students
JACK STRONG, Chairman
VOLLY C. BASTINE, JR.
MARY HELEN BERLANGA
CHARLES W. DUNCAN, JR.
KATHERINE PEARCY RAINES

AGENCY STAFF

W.N. KIRBY
Commissioner of Education

VICTORIA BERGIN
Deputy Commissioner for Curriculum and Program Development

DELIA POMPA
Assistant Commissioner for Program Development

FRANK CONTRERAS
Director, Division of Special Programs

JOE LOPEZ
Education Specialist II

ALFRED FANT
ANGELITA GUTIERREZ
JUANITA ORTEGA NECER
ANNA PEDROZA
GAY C. VILLARREAL
Education Specialists I

ACKNOWLEDGEMENTS

A special thanks is extended to the educators who were instrumental in the development of this document. Those educators represent education service centers (ESCs) throughout the state and contributed their practical experience in the field of migrant education to enhance the framework. Special recognition is merited by these educators who comprised the Migrant Education Committee for this project.

Migrant Education Committee

DIANA CHAPA
Region I Education Service Center

JUSTO GUAJARDO
Region XX Education Service Center

LEROY JACKSON
Region I Education Service Center

ANN PRICHARD
Region XVI Education Service Center

JESUS VELA, JR.
Texas Migrant Interstate Program (TMIP)

TABLE OF CONTENTS

INTRODUCTION 1

RATIONALE 2

BASIC SKILLS GROWTH PLAN CONCEPT 4

FEDERAL AND STATE CONTEXT OF BASIC SKILLS GROWTH PLAN EXPECTATIONS 4

DEVELOPING A BASIC SKILLS GROWTH PLAN FOR MIGRANT STUDENTS 5

IMPLEMENTING THE BASIC SKILLS GROWTH PLAN 7

- Component #1: Curriculum 7
- Component #2: Instruction 7
  - Student Assessment/Placement 7
  - Instructional Coordination 8
  - Instructional Strategies 10
  - Ongoing Monitoring of Student Progress 11
- Component #3: Parental Involvement 11
- Component #4: Measurement 12
- Component #5: Staff Development 12

EVALUATING THE BASIC SKILLS GROWTH PLAN 13

CONCLUSION 13

INTRODUCTION

The Chapter 1 Migrant Program in Texas has one goal: 100% of the migrant students will master the essential elements in each grade level so that they eventually pass the Texas Educational Assessment of Minimum Skills (TEAMS) tests and meet all of the requirements to graduate from high school.

After extensive data analyses of TEAMS results and graduation rate estimates, the state migrant education program proposed to concentrate its efforts on the following objectives which are addressed in both the 1987 and 1988 Chapter 1 migrant state plans:

1. to lower the statewide dropout rate of migrant students from the previous school year;
2. **to improve the achievement levels of migrant students, grades 1-12, in the basic skills areas;**
3. to inform the public and parents of the target population about related state and federal legislation, and involve them in the educational process;
4. to assist ESCs and LEAs in the identification and recruitment process; and
5. to provide instructional/support services to migrant students according to needs-based criteria and all applicable rules and regulations.

This framework addresses the second objective highlighted above. To accomplish objective (2), migrant projects must address all of the objectives (1) through (5). For example, without proper identification and recruitment efforts, migrant students in need of services cannot receive the benefits of an instructional or instructional support program.

Because each of the five objectives listed above has significant importance, frameworks for objectives (1) - (4) have been developed with assistance from education service center (ESC) migrant-funded personnel throughout the state. A framework for objective (5) was not developed because it deals with a process which is already well established and defined—the application review and approval process.

The purpose of this framework is to provide local education agencies (LEAs) with a process to develop, implement, and evaluate a basic skills growth plan which enhances achievement of migrant students across all grade levels.

The framework is intended to be used as a resource and training guide by school district policy- and decision-makers whose jobs entail developing and implementing effective supplementary instructional programs for migrant students. These personnel include superintendents, federal programs directors, migrant program directors, coordinators, supervisors, curriculum specialists, principals, counselors, lead teachers, migrant teachers, and others who are responsible for migrant students.

RATIONALE

The Chapter 1 Migrant Program is a supplemental program designed to meet the special educational needs of migratory children. Once these needs are determined, strategies for solutions are planned, implemented, and evaluated. Migrant educators believe that with a growth strategy plan which effectively incorporates the planning, implementation, and evaluation stages of a cycle, LEAs will have a basis to assist migrant students to succeed in school.

TEA data indicate that migrant students, on the average, perform at a level significantly below that of the general student population. TEAMS data for 1986, for instance, show the following:

	Percent Mastering MATH Objectives	Percent Mastering READING Objectives	Percent Mastering WRITING Objectives
1st Grade—Overall	83%	73%	80%
Migrant	71%	49%	65%
3rd Grade—Overall	80%	74%	60%
Migrant	59%	36%	35%
5th Grade—Overall	80%	83%	64%
Migrant	57%	53%	37%
7th Grade—Overall	81%	78%	66%
Migrant	56%	44%	41%
9th Grade—Overall	81%	80%	63%
Migrant	53%	43%	26%

	Percent Mastering MATH Objectives	Percent Mastering LANGUAGE ARTS Objectives
11th Grade—Overall	88%	91%
Migrant	71%	59%

Analyses of statistical data provided by the Migrant Student Record Transfer System (MSRTS) Data Bank in Little Rock show the following information on the next page regarding the percentage of overage migrant students:

The summary report for 1986, for instance, shows that ninth-graders had a 57.9% overage rate. Research indicates that ninth-grade students who are two or more years behind grade level normally drop out of school.

The 1985 MSRTS Student Distribution Summary Report also indicated an estimated graduation rate of 51% for Texas migrant students. For the same year, the overall estimated graduation rate for all Texas students was about 80%. While the disparity between these two populations is 31%, the difference is greater (up to 74% in some cases) when it is compared to individual regional results.

It becomes apparent, then, that LEAs must examine their instructional programs in relation to student performance. Because the data continue to indicate that past efforts have not completely closed the achievement gap between the general and migrant populations, a sound instructional program which incorporates both effective instructional practices and collaborative planning is required to meet the needs of migrant students.

Percentage of Overage Migrant Students

Grade	1984 Percentages	1985 Percentages	1986 Percentages
K	7.5	5.8	5.5
1	21.1	20.9	18.9
2	31.6	31.8	31.9
3	37.9	38.0	37.0
4	42.5	42.6	42.8
5	45.9	45.6	45.8
6	47.4	50.3	49.4
7	49.2	53.5	54.7
8	50.8	50.7	53.0
9	54.5	56.4	57.9
10	48.9	50.2	49.8
11	41.5	44.2	41.5
12	38.7	39.9	40.4

Source: MSRTS Student Distribution Summary Reports

BASIC SKILLS GROWTH PLAN CONCEPT

A basic skills growth plan is designed for a local Chapter 1 Migrant project to follow as its strategy-makers formulate goals or objectives to significantly increase student achievement levels.

In order for the plan to be effective, the following conditions must exist in a school district:

- Strategy-makers must equate growth with success.
- Strategy-makers must believe that all students can learn.
- Strategy-makers must believe that school improvement requires change.
- Strategy-makers must believe that society benefits from growth.

To implement the second objective—**to improve the achievement levels of migrant students, grades 1-12, in the basic skills areas**—the following five components of a basic skills growth plan must be established: curriculum, instruction, parental involvement, measurement, and staff development. (These are discussed in a later section.) Within each of the components, numerous factors are delineated in relation to the planning, implementation, and evaluation of migrant instructional projects to bring about the improvement of academic performance of migrant students. Within this context, teachers must have good instructional leaders and strong administrative support to make the project a success.

FEDERAL AND STATE CONTEXT OF BASIC SKILLS GROWTH PLAN EXPECTATIONS

In accordance with Section 142 (a) of Title I, the state education agency (SEA) is expected to administer and operate the Chapter 1 Migrant program and projects which are designed to meet the special educational needs of migratory children. Therefore, as LEAs plan their programs, they must ensure the following:

- The children selected for services are those who have the greatest need for special assistance and that the needs of these children are sufficiently specified to permit concentration on them. [34 CFR Part 201 Subpart A, Section 201.12(a)(3)(iii)]
- The size, scope, and quality of the program and projects offered are sufficient to give reasonable promise of substantial progress toward meeting the special educational needs of the migrant children being served. [34 CFR Part 204 Subpart C, Section 204.20]
- The effectiveness of the program and projects in achieving program goals will be evaluated in objective, measurable terms of educational achievement in basic skills and will include a determination whether improved performance is sustained. [34 CFR Part 201 Subpart A, Section 201.12(a)(3)(vi)]

A Basic Skills Growth Plan for Migrant Students is well-supported by the above-mentioned federal regulations as well as by applicable state rules and regulations in House Bill 246 and House Bill 72. The revised copy of the publication entitled *State Board of Education Rules for Curriculum* which was disseminated October 29, 1986, contains the rules and procedures for implementing the state's basic curriculum and related reform issues as mandated by the 67th and 68th Texas legislatures. (Please refer to the *State Board of Education Rules for Curriculum* for assistance in specific areas which might affect instructional programs for migrant students.)

DEVELOPING A BASIC SKILLS GROWTH PLAN FOR MIGRANT STUDENTS

The school district's administrator's role as instructional leader involves many facets of school operation. He/She has the primary responsibility, with staff and community involvement, to plan the school's curriculum and support services. This planning should involve communications between and among grade levels so that effective, efficient, and relevant supplementary instructional procedures are implemented. Implementation is achieved by staff inservice as well as by administering and coordinating support services.

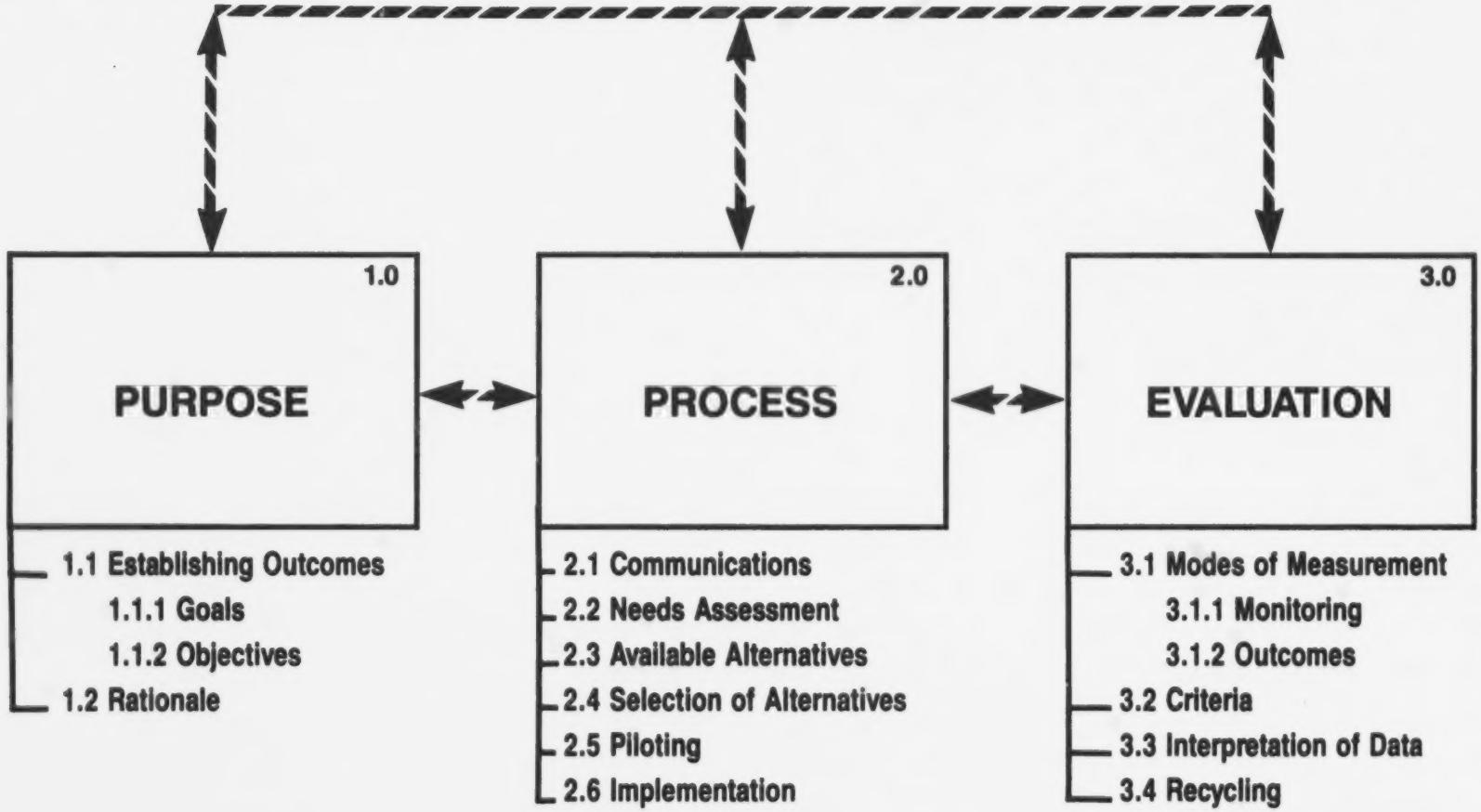
With such an array of diversified responsibilities in instructional leadership, the administrator must be able to function effectively in all areas. To facilitate the administrator's role and responsibilities, the model on page 6 is offered as a systems analysis method to a Basic Skills Growth Plan for Migrant Students in order to resolve their educational problems. The model illustrates three separate but related functions.

The first task is for local school district planners/administrators to identify the purpose of the migrant education project in terms of educational goals and objectives which the school district has established on the basis of the rationale considered. The rationale should explain the underlying principles and reasons which govern the operation of the local district's migrant project. Instructional objectives for migrant students are determined based on districtwide student performance as well as on research which indicates the performance of migrant students in comparison to other migrant students or other populations within the same district, in other districts, or in other states.

Once the purpose of the project is identified, the process continues by employing the secondary functions listed. The first task in this function is to establish a good communications system which allows for involvement of all affected personnel. The second task involves conducting a needs assessment of the educational problem(s). Determining and selecting available alternatives and resources are followed by piloting and implementing the project. To complete the project, a system of evaluation directly related to the specified objectives stated under "PURPOSE" must be developed. Monitoring ensures that the procedure is within the boundaries set by the objectives.

The dashed lines indicate interactive feedback information for the modification of any factor or component in the model. Recycling of information is vital to the success of the project.

A Management Model to Resolve Educational Problems



IMPLEMENTING THE BASIC SKILLS GROWTH PLAN

To implement a Basic Skills Growth Plan for Migrant Students, school district personnel concerned should be aware of and knowledgeable about the factors which need to be in place so that it is possible to bring about improved achievement levels of migrant students. The instructional leaders should incorporate knowledge of these factors into the interactive management model described in the previous section for effective functioning.

The following list is offered as a guide to school districts so that they can examine the effectiveness of their migrant instructional programs. The list encompasses premises from accreditation standards, effective school practices, and instructional leadership.

Component #1: Curriculum

A comprehensive districtwide curriculum has been clearly defined.

- Migrant-funded staff are involved in the ongoing development of curriculum documents in order to adapt them to meet the needs of migrant students.
- Instructional objectives for migrant students (1) support district goals and (2) are specifically defined. Prerequisite skills for essential elements and/or TEAMS objectives are identified for remediation purposes. Expansion of skills is also defined for enrichment purposes.
- Instructional objectives for migrant students are supported with sufficient material and personal resources.
- Migrant-funded staff are involved in annual reviews and modifications of curriculum documents.
- All instructional staff coordinate curriculum, instruction, and assessment.

Component #2: Instruction

Student Assessment/Placement—A variety of student assessment data is used to adequately determine migrant students' instructional needs.

- Teachers use TEAMS results, data from MSRTS Educational Records, standardized achievement test scores, grades, data on courses passed/failed, data on overagedness, oral language proficiency measures in English and in the home language (if so indicated in the Home Language Survey), checklists on mastery of essential elements, data on vocational/career interests, and other pertinent information to determine migrant students' instructional needs. The information is analyzed to make decisions on the following:
  - cognitive developmental levels of students,
  - development of self concepts,
  - modes of instruction for remediation or expansion purposes,
  - staff utilization,
  - material utilization,
  - core curricular content for mastery according to time availability,
  - instructional designs,
  - language of instruction,
  - levels of language proficiency, and
  - type of instructional program.

- Teachers identify migrant students who are eligible to be served.
- Teachers select migrant students consistent with the service priorities delineated in Section 201.31 of 34 CFR, as well as according to those students who have the greatest need for special assistance.
- Teachers determine the educational needs of migrant students selected to participate with sufficient specificity to ensure concentration on those needs.
- Teachers develop basic skills competency profiles for migrant students to determine patterns of strengths, patterns of deficiencies, relationships between basic skills areas, and the impact of the total mastery-learning process.
- Migrant students are placed in appropriate instructional settings/arrangements according to individual competencies and individual deficiencies.

Instructional Coordination—Coordination of curriculum, delivery of instruction, and assessment between regular classroom teachers, special teachers, and counselors is evident and meets the needs of migrant students.

- District goals and instructional objectives are formulated with participation by regular classroom teachers, special teachers, and others who have the responsibility for their implementation.
- Regular classroom teachers and special teachers jointly conduct needs assessments to determine migrant students' instructional needs.
- Regular classroom teachers and special teachers use needs assessment results to determine appropriate instructional settings/arrangements for migrant students.
- Migrant teachers enlist the help of other (content area) teachers to assist them in the teaching of pertinent subject matter.
- Migrant teachers communicate with counselors and migrant clerks to determine work that is in progress for migrant students who might have partial work begun at other schools.
- Regular classroom teachers and special teachers cooperatively plan for the utilization of parents, community resources, tutors, and aides to provide more intensive time-on-task instruction.
- Regular classroom teachers, special teachers, content area teachers, and counselors assist in establishing "buddy" systems for migrant students to complete assignments.
- Regular classroom teachers, special teachers, and content area teachers provide mentors for gifted migrant students who show abilities and interests in particular academic areas.
- Regular classroom teachers, special teachers, and content area teachers differentiate instruction and utilize small groups and learning centers to allow for differentiated cognitive developmental levels of migrant students.
- All teachers build congeniality and strive to improve teacher-to-teacher and teacher-to-principal working relationships.
- Regular classroom teachers and special teachers cooperatively plan for instruction to determine the most effective, efficient, and relevant instructional procedures for migrant students. As they cooperatively plan, they make decisions about teaching methods and approaches and about modifications of instruction, materials, and pacing of lessons. These decisions involve the supplemental nature of the state's basic curriculum, as well as the most appropriate method to meet the needs of migrant students.

Some suggested modifications include the following:

- **compressing the curriculum** to permit currently migratory students to make up and receive credit for work missed while migrating;
- **using credit by examination** as a means of providing migrant students opportunities to receive credit for incomplete courses;
- **providing incentives and rewards** to migrant students for attendance;
- **individualizing correspondence courses** for migrant students;
- **changing the school terms,** in both the regular and summer programs, to allow migrant students to address only the essential elements not mastered, instead of having them repeat entire courses;
- **increasing credit accrual** by coordinating with schools within and outside the state;
- **providing more manipulatives and high-interest materials;**
- **planning for** faster or slower **pacing of lessons** to allow migrant student to succeed;
- **having a personalized educational plan** for each migrant student to allow them to graduate on schedule;
- **saving slots in courses required for graduation** for migrant students who usually arrive late;
- **providing night courses** for secondary migrant students who need to "catch up";
- **offering "for local credit only" courses** on test-taking and study skills; and
- **providing Saturday or evening tutorial services** at the school campus(es) or somewhere in the community.

Instructional Strategies—Teachers use a variety of effective teaching practices to motivate migrant students to learn and to help them master the curricular content.

- Teachers expect all migrant students to succeed and provide rewards to reinforce the students' accomplishments. They praise students' work in class and display their work on walls. Teachers also provide incentives to migrant students for attendance.
- Teachers manage instruction in such a way that they:
  - permit migrant students to master many lessons through independent study;
  - provide migrant students with ways to monitor their own progress on most of the lessons;
  - permit migrant students to take part in selecting some learning goals and activities;
  - enable migrant students to obtain help from their peers;
  - encourage migrant students to provide help to their peers;
  - provide for collaboration in group activities; and
  - utilize consistent discipline procedures.
- Teachers begin and end lessons on time.
- Teachers present curricular content accurately, clearly, and in the appropriate language and level of instruction.
- Teachers use acceptable communication skills in presenting subject matter.
- Teachers allow each migrant student ample time to master the essential elements.
- Teachers build time beyond the official allocated time into the learning process.
- Teachers teach migrant students to use effective learning strategies and study skills.
- Teachers utilize instructional aides in a manner which allows migrant students to acquire optimal academic learning time.
- Teachers utilize different modes of instruction to accommodate different types of learners (auditory, visual, and kinesthetic).
- Teachers focus on direct instruction in the basic skills according to the cognitive developmental levels of students.
- Teachers utilize migrant students' backgrounds as a base for language arts development and relate the content to prior or future learning. They gear stories and writing activities towards traveling, farming, harvesting, or canning activities familiar to the students.
- Teachers provide instructional packets which are self-paced.
- Teachers concentrate on instructional materials which are essential to master the curricular content. These materials are meaningful to the student, are varied in format, are highly structured, and are designed to elicit a high proportion of correct student responses.
- Teachers create a positive learning environment in their classrooms to provide pleasant working conditions for their students.
- Teachers conduct much of their instruction in small groups.
- Teachers structure their questioning techniques to elicit a high rate of higher-level thinking responses from students.
- Teachers regularly give homework and make assignments according to migrant students' needs.

Ongoing Monitoring of Student Progress—Teachers frequently obtain information on migrant students' academic progress.

- Teachers provide immediate academic feedback to migrant students. They praise correct responses and explore incorrect ones.
- Teachers monitor performance of migrant students during recitation sessions and provide them with individualized feedback.
- Teachers use test results as a basis for strategies to improve individual migrant student's performance and to improve the instructional program.
- Teachers frequently monitor and document, as may be necessary, the progress of migrant students in relationship to their instructional objectives.
- Teachers establish an effective reporting system to report data to the MSRTS Data Bank in Little Rock, Arkansas for migrant students who withdraw from school.

Component #3: Parental Involvement

Parents of migrant students are involved in the educational process of their children.

- District goals, objectives, and strategies for improving its programs and services are communicated to all district staff members, to the students and their parents, and to the residents of the district.
- Parents of migrant students participate in the planning, implementation, and evaluation of the district's migrant education program.
- Parents of migrant students are informed about relevant school district policies and procedures for:
  - identifying, assessing, and placing students;
  - grading, promoting, and retaining students;
  - remedial or compensatory instruction;
  - tutorial services;
  - disciplining students;
  - advanced placement examinations;
  - summer school programs;
  - credit by examination;
  - TEAMS administration;
  - taking advanced courses; and
  - alternatives to social promotion.

  All of the above information is provided in a timely manner and in the parents' home language so that they can fully understand the significance of pertinent requirements.
- Parents of migrant students are provided information about the basic mission of the school and are made to feel that their support is important in achieving this mission.
- Parents of migrant students are informed about their children's cognitive strengths and needs.

(NOTE: For further strategies in this area, please refer to the Chapter 1 Migrant publication entitled *Parental Involvement: A Framework for Texas Schools.*)

Component #4: Measurement

Test results and other available data are used to improve individual migrant student performance, curriculum, and instructional practices.

- Administrators and instructional personnel clearly define what information they need and want about individual migrant students.
- Tests that are locally-generated, nationally-validated, criterion-referenced, curricular-based, and standardized are in place and utilized.
- Test data are analyzed and reported according to student's migrant status, sex, length of participation in the supplementary instructional program, grade level, type of instructional program participation (remedial versus enrichment and type of program component/design, such as resource reading), and socioeconomic status. Results for migrant students are then compared to similar analyses of other student groups.
- Test data on migrant students are collected throughout the school year on a regular basis and used for modification of materials, instruction, and programs.
- Test results are used to diagnose individual migrant student's strengths and weaknesses.
- All data are reported and interpreted for migrant students, their parents, and the community.
- The principal is responsible for managing the test data, monitoring student progress, conducting needed staff development, and supervising schoolwide instructional changes based on the data.

Component #5: Staff Development

Training of personnel is conducted according to staff needs in relation to the special educational needs of migrant students.

- To help determine priorities, personnel working with migrant students, including counselors, are involved in the planning and needs assessment process of the school's staff development program.
- Staff development includes coordination between the migrant project and the regular school program. This includes providing awareness sessions to other staff members involved in programs which impact the education of migrant students.
- Staff development is planned to address long-range needs as well as immediate concerns of migrant students.
- The district provides opportunities for instructional staff working with migrant students to attend relevant staff development.
- Instructional aides are trained in their areas of assignment.
- At a minimum, the following topics should be addressed during staff development sessions:
  - student assessment of basic skills;
  - developing and designing a curriculum which meets the special educational needs of migrant students;
  - the use of a validated model of teaching;
  - procedures for program evaluation and monitoring of sustained effects;
  - effective schools research; and
  - other Chapter 1 Migrant program requirements.

EVALUATING THE BASIC SKILLS GROWTH PLAN

Administrators must continuously evaluate curriculum, support services, effectiveness of the teaching staff, and communication with the community. They evaluate in terms of critical attributes which bring about an effective supplementary instructional program which meets the special needs of migrant students. The attributes should include:

- forming a leadership team which consists of staff who are knowledgeable about the needs of migrant students;
- studying the research base and findings;
- developing profiles of migrant students;
- setting a goal for improvement;
- checking current instructional practices;
- developing research-based supplementary curriculum;
- preparing for implementation;
- implementing a supplementary curriculum;
- monitoring the implementation of the supplementary curriculum and fine-tuning the curriculum and instruction; and
- evaluating the progress of the supplementary program and renewing efforts based on the evaluation data.

To establish a check-point system for each of the components of the basic skills growth plan and the attributes process, the administrator could develop an implementation plan similar to the one outlined on the following page.

In determining priority areas for implementation, administrators should always keep in mind the supplementary nature of the project and be able to specifically define objectives.

Once the implementation plan is outlined, the administrator could utilize the management model to bring about desired results. Ultimately, if administrators can answer "yes" to the following four questions, then they can say that they have designed a Chapter 1 Migrant program which has been designed to complement the concept of academic learning time to bring about improved achievement levels of migrant students:

- Have migrant students' academic needs been specifically defined?
- Have these academic needs been translated into appropriate learning objectives?
- Have migrant students been taught to learn by developing thinking and problem-solving processes?
- Has supplementary instruction been effective, efficient, and relevant?

CONCLUSION

Richard Heckert, an ex-teacher and current vice-chairman and chief operating officer for Dupont, once said, "The difference between an extraordinarily good program in some community and one that isn't working very well in another, is a few outstanding leaders. They may be teachers, they may be administrators, they may be industry people, they may be parents—but they are people who simply say, 'In our community, we are going to have good education. And whatever it takes, we are going to provide it.' "

A statewide collaborative effort in developing, implementing, and evaluating local school districts' basic skills growth plans has been, and continues to be, in existence for the migrant education program. However, if existing districts are seeking ways to refine their program operations, or if districts are contemplating initiating a new program for migrant students, then this framework will assist in this endeavor.

Migrant Education Program—
Implementation Plan for 19____-19____

Program Area of Priority	Instructional Need/Concern	Objective(s)	Strategies to Address Need	Person(s) Responsible	Timelines	Results

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
Austin, Texas
January 1988
CU8 320 01